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ABSTRACT

The purpose of this curriculum guide is to help the teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes and criticisms which will be useful when the guide is revised. The one quarter course guide is arranged in vertical columns relating the curriculum concepts to: curriculum performance objective, career information, suggested teaching methods, and audio-visual and resource materials. Occupational information for fourteen different occupations includes job duties, education requirements, salary range, and employment opportunities. The guide closes with: suggestions for teaching-learning activities, career development concepts, occupational clusters, an extensive bibliography, periodicals, additional sources, and audio-visual source information. (DS)

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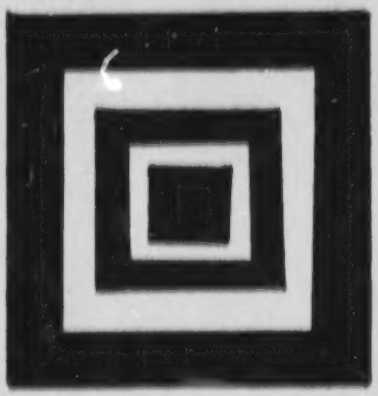

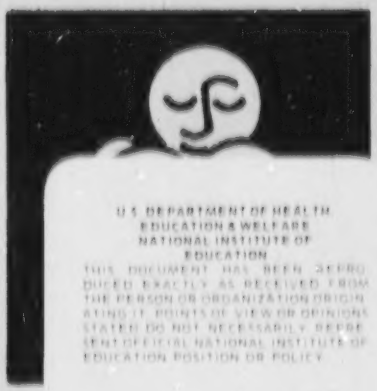

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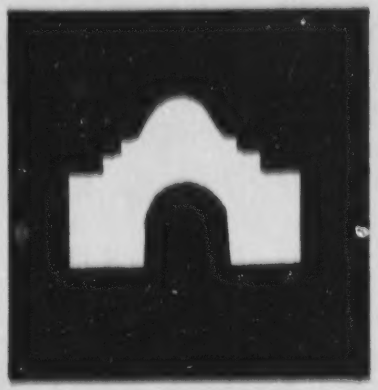

Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT

3706 ROOSEVELT

SAN ANTONIO, TEXAS 78214

MEX. AM. STUDIES

CE 001 010

CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

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The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education or the Texas Education Agency, and no official endorsement should be inferred.

MEXICAN AMERICAN STUDIES

CURRICULUM GUIDE

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Career Education Center
Harlandale Independent School District
San Antonio, Texas

A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

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Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Mr. Mario Torres - Teacher

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

PHILOSOPHY

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

MEXICAN AMERICAN STUDIES

(a one quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPANISH HERITAGE - Explorers - Conquistadores - Dual frontier - Indians - Migration to Southwest - Mexican independence	The student should be able to perform the following activities: 1. Name three Spanish explorers who visited in the Southwest. 2. In a one page paper, explain what is meant by a "dual frontier." 3. Briefly explain why the Spanish established missions and presidios in the Southwest. 4. In two or three paragraphs, discuss the importance of "El Grito de Dolores."	CONCEPT: The accumulation of stories and legends from throughout history is an important contribution to historical knowledge and understanding. Those who research, analyze, and evaluate such information are called historians. OBJECTIVE: The student should be able to participate in a class discussion about the contributions of historians.	HISTORIAN: 1. Historians are primarily engaged in teaching, research, or writing. Some historians are archivists. They identify, preserve, and make available documentary materials of historical value. 2. A graduate degree is usually necessary for a position in this field. 3. A historian working for the government usually makes from $6,500 to $20,000. Those working in colleges and universities make about $7,000 to $18,000. 4. There are approximately 15,000 people employed as historians. Employment in this occupation is expected to increase rapidly in the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map have students trace the area covered by Nunez Cabeza de Vaca. 2. Assign different students to give short reports to the class on such topics as - The Virgin of Guadalupe, Padre Jose Mana Morelos, and Emperor Agustin I of Mexico. 3. In a class discussion, have students speculate as to the effects of the Mexican Independence on the morthern border-lands and its settelers. CAREER: 1. Ask a historian to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips with records- M-55(PR-269) The Aztecs and Cortes M-52(PR-267) Mexico - The Land and its History filmstrips- E-40 Story of H. DeSoto E-34 Coronado E-33 DeLeon and DeSoto 2. Education Service Center, Region 20: 16mm films- 6004 Fourteen Ninety-Two, part 2 8892 The Spanish Explorers 4862 Spain in the New World - Colonial Life in Mexico 3. San Antonio Public Library: 16mm film- Spanish Influence in the United States CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 377 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Historical Association 400 A Street, S.E. Washington, D.C. 20003 3. Harlandale Audio-Visual Center: magnetic tape-	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ANGLO SETTLEMENTS - Louisiana Purchase - Moses Austin - Manifest destiny - Nativism - Tejanos - Frontier	The student should be able to perform the following activities: 1. In a one page paper, discuss the Spanish concern over American Aquisicon of the Louisiana Territory. 2. Briefly outline the important aspects of manifest destiny. 3. Name four land grants to Anglo Americans by the government of Mexico. 4. In two or three paragraphs, discuss the importance of Santa Fe Trail to the economy of New Mexico.	CONCEPT: With new arrivals, new settlements were springing up and the surveyor was in great demand. Today, new shopping centers and subdivisions make surveyors in great demand. OBJECTIVE The students should be able to name at least four areas of construction in which a surveyor's services would be necessary. Example: dams.	SURVEYOR: 1. A surveyor primarily has the job of determining the exact measurements and location of points, lines, etc. on or near the earth's surface. 2. After high school graduation, a person interested in surveying would need to take some post-secondary school courses in surveying and then go through an extensive on-the-job training program. 3. Surveyors working for the federal government make around $7,300 to $12,000 +. Those working in other areas make about the same. 4. There were about 50,000 surveyors employed in 1970. Approximately 5% of these were women. The outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the class debate the topic: "The Anglo-Texans should or should not have remained loyal to the Mexican government." 2. Assign a group of students to do a biographical report to the class on Alonso de Leon, Juan Martin Vidauri, and Martin de Leon. 3. Have a student research and report to the class on the effects of Yankee clipper ships on trade with California. CAREER: 1. Ask the city or county surveyor to speak to the class about his job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips- G-54 Age of Filibusters M-93 The Americans Settle in Texas J-10 Lousiana and Texas filmstrip with record- G-63 S. F. Austin (PR-311) CAREER: 1. Harlandale Audio-Visual Center: tape- Your Future as a Surveyor 2. School Counselor or Librarian: SRA Occupational Brief # 260 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Congress on Surveying and Mapping 733 15th Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ANGLO-MEXICAN COLLISION - Nueces River Valley - Texas revolution - Mexican War of 1846 - Guadalupe-Hidalgo - New Mexico - Arizona - California	The student should be able to perform the following activities: 1. List four requirements of Anglo-Texans by the Mexican government. 2. In a one page paper, discuss why Mexican politicians were not concerned with problems of the northern areas. 3. In a detailed two page report, discuss the important provisions of the Treaty of Guadalupe-Hidalgo. 4. Briefly discuss the details of the Bear Flag Revolt.	CONCEPT: The customs agent at Anahuac, Texas caused problems for the Texans and the Mexicans during this time. We still have agents of the government who inspect and collect duties on imports into our country. OBJECTIVE: The student should be able to name four main problems a customs collector or inspector might encounter in his job.	CUSTOMS INSPECTOR: 1. The duties of an inspector are varied. He meets all ships, planes, trains, and motor vehicles arriving from foreign countries and inspects passengers, baggage, and cargo of these carriers. He checks the individual customs declaration of each passenger and levies charges on items over the exemption. One of the most important duties of the customs inspector is the prevention of smuggling. 2. Those applying for this position must have at least four years of experience in government, business, education, or the armed forces, involving contact with the public. Some college work may be substituted for this experience. The applicant must be at least twenty-one years old, a United States citizen, and pass the entrance exam.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students research and report to class on some of the outstanding Tejano patriots and politicians. 2. Have the class appoint a delegation of students to investigate the ethnic background and nationality of the Texas patriots who died in the Battle of the Alamo. 3. Have a group of students read Henry David Thoreau's Essay on Civil Disobedience. Explain why it was written and how it was used in the Civil Rights movement. CAREER: 1. Arrange to have a government customs agent speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center- filmstrips- F-1 Sam Houston G-55 Texans Under the Mexican Flag G-56 The Texas Revolution M-94 Texas Wins Its Independence Mi-76 Texas and the Mexican War filmstrips with records- G-92 The Alamo (PR-302) G-93 Sam Houston (PR-303) G-94 James Bowie (PR-304) 2. Education Service Center, Region 20: 16mm films- 8875 The Texas Revolution, part 2, The Years 1833-1835 8876 The Texas Revolution, part 3, The Year 1836 8880 A Mexican War Diary 8820 Westward Movement - 4, Texas and the Mexicans CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 321 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Bureau of Customs Personnel Division 2100 K Street, N.W.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ECONOMIC RUIN - Loss of land - Land grants - Title of ownership - Communal lands - Homestead Act - Squatter's rights	The student should be able to perform the following activities: 1. List five difficulties faced by Mexican-Americans who had been granted land under Spanish rule. 2. In two or three paragraphs, explain why the Mexican-Americans had trouble with land which was used on a communal basis. 3. Define the term squatter's rights.	CONCEPT: Many problems arose at this time over ownership of land. Today there are real estate agents and brokers to take care of many of the problems encountered when buying property. OBJECTIVE: The student should be able to explain the type of work done by real estate agents.	REAL ESTATE AGENTS AND BROKERS: 1. Real estate agents and brokers sell, buy, rent and manage land, houses, and commercial buildings. Brokers advertise properties, handle financing and legal details, manage business, etc. 2. A high school education is required and some college training is preferred. 3. Real estate agents and brokers are usually paid a straight commission. The salaries usually range from $5,000 to $20,000 a year. 4. The employment opportunities are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student read the book El Sol del Rey and give a report to the class on the book. 2. Have students examine the differences and similarities of the Homestead Act and Squatter's Rights in terms of their legality and actual results. 3. Have students read and report to the class several stories on the fights that took place between squatters and cattlemen and between sheep herders and cattlemen in this territory. CAREER: 1. Ask a real estate agent to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 169 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Real Estate Boards 36 South Wabash Avenue Chicago, Illinois 60603 3. Harlandale Audio-Visual Center; magnetic tape- Mag.T: Real Estate Salesmen - Broker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HISPANO-MEXICAN CONTRIBUTIONS - Mining - Sheep husbandry - Ranching - Agriculture - Land grant system - Legal system - Architecture	The student should be able to perform the following activities: 1. Name eight words used in the southwest and pertaining to the cattle industry which are of Spanish origin. 2. In two or three paragraphs, discuss the importance of dry-land ranching in the southwest. 3. Briefly explain what is meant by the "quinto" system for sharing sub-soil minerals.	CONCEPT: Architecture is an important Hispano-Mexican contribution. OBJECTIVE: The student should be able to name at least four important considerations an architect would have to keep in mind when designing any structure. Examples: safety, purpose, amount of money available, etc.	ARCHITECT: 1. Architects plan, design, and oversee the construction and renovation of building. 2. Architects must have a license for the practice of architecture. In order to receive this license, the individual must have graduated from an accredited professional school and generally have three years of experience in an architects office. 3. Those beginning in private industry usually make about $120 to $160 weekly. If an architect is well established in private practice, he may make $25,000 + yearly. Those working for the federal government make around $8,500 to $14,700 yearly. 4. The occupational outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students draw on posters examples of the type of architecture that reflect Mexican influence in the southwest. 2. Have students compile a list of the cities and places in Texas which have a Spanish name as one measure of Spanish and Mexican influence in our state. 3. Have students make or draw a model of the traditional city square or plaza found throughout southwestern cities. CAREER: 1. Ask an architect to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Spanish Influence in the United States 2. Education Service Center, Region 20: 16mm film- 8825 Mission of the Southwest 3. Harlandale Audio-Visual Center: 16mm film- 16-287 Spanish Influence in the United States CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 64 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: The American Institute of Architects 1735 New York Avenue, N.W. Washington, D.C. 20006 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Architects	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
IMMIGRATION FROM MEXICO - Common border - Economic reasons - Mexican revolution - Bracero - Controls - Border patrol	The student should be able to perform the following activities: 1. List five industries which use are located along the border between the United States and Mexico which employ "cheap" Mexican labor. 2. In a one page paper, discuss the reasons why so many land owners and professional men came to the southwest because of the Mexican Revolution. 3. Briefly explain why the immigration quotas passed in 1965 were modified for people from Mexico.	CONCEPT: There is an extensive network of United States immigration officials at the Mexican Border. OBJECTIVE: The student should be able to name at least five states where immigration inspectors are numerous.	IMMIGRATION PATROL INSPECTOR: 1. An immigration patrol inspector is an officer of the Immigration Border Patrol, a branch of the Immigration and Naturalization Service of the United States Department of Justice. This is the federal agency responsible for the administration and the enforcement of the nation's immigration and nationality laws. The principal duties of the Immigration Border Patrol are to prevent the illegal entry of aliens to the United States, the smuggling of aliens into the United States, and to apprehend aliens who are in this country illegally. 2. Normally, there is a continuing demand for inspectors. The Border Patrol numbers around 1,500 men.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Lead a class in a discussion of the major reasons why so many Mexicans immigrated to the United States since 1900. Ask the students if any of their family or friends among the older generations were part of that migration, and if so, why they came. 2. Have students research and report to the class on recent scandals in the Border Patrol's actions toward people from Mexico who have entered this country illegally. CAREER: 1. Ask an immigration patrol inspector to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- G-55 Texans Under the Mexican Flag CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ACCULTURATION AND ASSIMILATION - Stereotyped farm laborer - "Cheap labor" - Migrant worker - Green card - Wetback	The student should be able to perform the following activities: 1. In a one page paper, discuss the myth of docility as it has been applied to the Mexican American and give some examples for its origin. 2. Briefly explain the purpose of the green card in border towns and how it counters the "wetback." 3. In two or three paragraphs, explain how migrant workers' children suffer educationally.	CONCEPT: Some Mexican immigrants to the United States become farm laborers. OBJECTIVE: The student should be able to explain how mechanization is eliminating many unskilled farm jobs.	FARM LABORERS: 1. The farm laborer usually works for an individual farmer. He may perform one task or many: plant, cultivate, and harvest crops; clean barns and animal yards; repair fences; haul produce and supplies; etc. 2. Wages for farm laborers vary according to the type of work held. They usually range from about $200 to $262 a month. 3. The outlook for unskilled farm labor is not good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students draw cartoons representing sterotypes and prejudices against minority groups. Have them reverse the procedure to illustrate some of the misconceptions that minorities have of the WASP majority. 2. Lead the class in a discussion of the concept of "acculturation": its specific implications for Mexican-Americans, the position of those non-conformists who do not wish to abandon their Hispano-Mexican heritage, and the relevance of a minority group by the WASP society. CAREER: 1. Ask a farm laborer to speak to the class about his owrk.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 41 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Farm Bureau Federation 1000 Merchandise Mart Chicago, Illinois 60654	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURAL ISOLATION - Barrios - Colonias - De facto segregation - Pachuco - "Zoot Suite" riots - Serviceman: contridiction	The student should be able to perform the following activities: 1. In a one page paper, discuss patterns of residential segregation in most cities which lead to the development of barrios or colonies. 2. Briefly explain the situation concerning the sleepy lagoon case. 3. Write two or three paragraphs giving his personal definition of what the word pachuco means to him.	CONCEPT: Many residents in the barrios and colonias need help and assistance. Social workers are available to try to meet these needs. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification. 3. The salaries for social workers range from about $6,000 to $15,000 + a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students research the amount of participation, as well as the awards for service and bravery, of Mexican American military men in World War II and the Korean conflict. 2. Have a group of students research and report on the reasons for the so called "Zoot Suite" riots of the 1940's. 3. In a class discussion compare and contrast a black ghetto and a Mexican American Barrio. CAREER: 1. Ask a social worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 80 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: filmstrip- I-87 Social Service and the Social Worker cassette tape- Cas.T.-43 Social Worker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: ORGANIZATIONS - Civic activism - Political - Labor unions - Strike - Viva Kennedy! clubs - MALD	The student should be able to perform the following activities: 1. In a one page paper, discuss the efforts of World War I to organize agricultural workers in the San Joaquin Valley of California. 2. Briefly discuss the objectives of the LULAC organization. 3. In two or three paragraphs, discuss the lasting effects of the "Viva Kennedy!" clubs.	CONCEPT: New jobs were begun due to the creation of labor unions. One of these was the union business agent. OBJECTIVE: The student should be able to list the two primary duties of a union business agent.	UNION BUSINESS AGENT: 1. Union business agents serve on committees to negotiate contracts and head grievance committees. His other duties vary depending on the local area in which he works. Some other duties might be to sign new members, represent the union in community activities, supervise office staff, etc. 2. The requirements vary, but a high school education is usually the minimum. 3. Business agents earn an average of $10,000 or more a year. 4. The employment outlook in this field is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the class compile a list of Mexican American organizations in San Antonio. They should investigate the purpose and activities of these organizations and attempt to determine how successful they have been in thier efforts. The class should develop a chart showing the name, location, purpose, director, general activities, etc. of these organizations for San Antonio and south Texas. 2. Have students research in newspapers why there is such opposition to MALD (Mexican American Legal Defense). CAREER: 1. Ask a local union business agent to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 393 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Federation of Labor and Congress of Industrial Organizations 815 Sixteenth Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: PUBLIC FIGURES - Elective offices - Executive appointments - Judiciary - Education - Sports - Others	The student should be able to perform the following activities: 1. List four locally elected officials who serve in the Texas legislation. 2. Name two United States ambassadors who were Mexican American. 3. List three nationally known educators of Mexican American descent. 4. Name three San Antonio Mexican Americans who have gained recognition as artists.	CONCEPT: Lee Trevino, a Mexican-American, is an outstanding professional athlete in the field of golf. OBJECTIVE: The student should be able to name some advantages and disadvantages of being a professional athlete.	PROFESSIONAL ATHLETES: 1. Professional athletes may play in the following areas: beseball, football, basketball, hockey, tennis, golf, bowling, boxing, wrestling, etc. 2. High school and college is helpful for most sports and especially for other employment when the athlete career is over. 3. Salaries are quite varied in professional athletics. 4. There are few opportunities in this area, and the competition is heavy.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have one or two students meet with one of the local artists. They might ask the artist to visit the class with a sample of his work and to make a short presentation on art in San Antonio; however, an interview will also be satisfactory. 2. Divide the class into two sections to prepare political biographies on two of San Antonio's most well-known Mexican American politicians: congressman Henry B. Gonzales and former state senator Joe J. Bernal. CAREER: 1. Ask a professional athlete to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips with cassette tapes- Spanish-American Leaders of 20th Century America (series of 8) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 36 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Magazine: Sports Illustrated 9 Rockefeller Plaza New York, New York 10020 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-57 Golf Professional	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: ACTION GROUPS - Tijerina and the Alianza - Self-help - Cesar Chavez - NFWA - Huelga - Grape boycott - Lettuce boycott	The student should be able to perform the following activities: 1. In a one page paper, discuss the involvement of Reies Lopes Tijerina with the fight to regain land grant rights for Mexican Americans. 2. In two or three paragraphs discuss the purpose for the formation of the NFWA. 3. Write a one page biographical sketch of Cesar Chavez. 4. Briefly discuss the sucess of the grape boycott and the failure of the lettuce boycott.	CONCEPT: The cause of many of these groups has been helped by newspaper and television coverage. OBJECTIVE: The student should be able to name some special qualities needed in order to be a newspaper reporter.	NEWSPAPER REPORTER: 1. Reporters gather information, take notes, write news stories, interview individuals, etc. 2. A college degree in journalism or liberal arts is preferred. 3. Salaries usually range from $5,200 to $16,000 yearly. The very top may make up to $100,000 yearly. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students research and report to the class on the raid on the courthouse of Tiema Amarilla and the involvement of Tijerina. A good source is Peter Nabokov Tijerina and the Courthouse Raid. 2. Ask the class to debate the justification and the effectiveness of the major tactics of the U.F.W.A.'s strike: the boycott of grapes, the pilgrimage to the state capital, and the fast by Cesar Chavez. In terms of the union's commitment to non-violent protest, what suggestions would the class offer as to additional means of trying to obtain public support for their position? CAREER: 1. Arrange for a newspaper reporter to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 216 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Newspaper Guild 1126 Sixteenth Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-44 Reporter magnetic tape- Mag.T.-261 Your Future as a Newspaper Reporter	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
"LA RAZA" TODAY: SOCIAL AND POLITICAL ACTION - Background - Brown vs. Board of Education - 1964 Civil Rights Act - La Raza Unida Party - Rodriquez aftermath	The student should be able to perform the following activities: 1. Briefly discuss the effects of Brown versus Board of Education on the education of the Mexican American. 2. In a one page paper, discuss the influence of the Black Civil Rights Movement on the Mexican American Movement. 3. List four goals sought by La Raza Unida Party. 4. In two or three paragraphs, discuss the circumstances involved in the Rodriguez case.	CONCEPT: Fund raisers are an integral part of all political parties. OBJECTIVE: The student should be able to name at least three areas besides politics in which fund raisers are necessary.	FUND RAISERS: 1. The professional fund raiser is a planner, an administrator, a supervisor, etc. He coordinates the activities of the volunteers who actually do the soliciting. 2. It is usually necessary to have a thorough high school and college education. Courses in psychology, statistics, accounting, business administration, economics, group dynamics, and sociology are helpful. 3. Beginning salaries are usually around $500 to $550 a month. Very successful fund raisers may make as much as $35,000 a year. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. In a class discussion have students point out some basic misunderstanding between Afro-American and Mexican Americans and how these misunderstandings might lead to lack of coordination of civil rights campaigns. 2. Have students research how school systems are financed and how the Rodriguez case tried to show that this method is unconstitutional. 3. Have a student do a biographical sketch on Jose Angel Gutierrez. CAREER: 1. If possible, arrange to have a professional fund raiser speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 353 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of Fund-Raising Counsel 500 Fifth Street New York, New York 10036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: WHAT IS HE? - Conservative - Militant - Political reform - "Gringo" - Cultural "labels" - Symbols	The student should be able to perform the following activities: 1. In a one page paper, discuss why someone who wants the assimilation of the Mexican American into Anglo society is called a conservative. 2. Briefly discuss the origin of the term "gringo." 3. Make a list of six different labels used by Mexican Americans to describe themselves.	CONCEPT: Cultural anthropologist study the social history of an area or group to understand the way of life. OBJECTIVE: The student should be able to name two ways the findings of a cultural anthropologist could help us.	CULTURAL ANTHROPOLOGISTS: 1. Anthropologists study cultures of many groups. The areas of study might be art, language, religion, etc. 2. A graduate degree is usually required for most positions in this field. 3. The salary range is usually from $8,000 to $20,000 +. 4. There are about 3,100 people in the field of anthropology. Out of this number, twenty percent are women. 5. The number of anthropologists is expected to increase throughout the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a class discussion on the factors that permit some minority groups to preserve their customs and language over periods of time within a different culture. Compare with: Mayas of Mexico, Switzerland and its four languages and the Basques of Spain. 2. Assign a group of students to debate the meaning of "a good American." Ask those not participating to make a list of characteristics and to question the discussion group closely on their points. CAREER: 1. Invite an anthropologist from one of the local universities to visit the class and discuss his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 197 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Education Service Center, Region 20: 16mm films- 8691 Man on the Land 8878 Prehistoric Images - The First Art of Man 3. References: Places and People by Margaret Mead 4. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Anthropologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURAL IDENTITY - Traditions - Crusade for justice - El Teatro - Barrio newspapers - Bilingual education	The student should be able to perform the following activities: 1. In a one page paper, discuss some of the intrinsic values and traditions that Mexican Americans feel they should be respected by all Americans. 2. List four activities of the crusade for justice estableshed in Denver, Colorado. 3. In a two page paper, discuss the pros and cons of the bilingual program.	CONCEPT: Bilingual education is being emplimented in many schools today. OBJECTIVE: The student should be able to name at least three areas of specialization for teachers. Examples: elementary, secondary, bilingual, kindergarten, special education, vocational education, music, college, etc.	TEACHER--ELEMENTARY AND SECONDARY: 1. Teachers instruct students, plan and prepare lessons, give assignments, prepare and grade tests, keep records, etc. 2. The minimum requirement is a bachelor's degree. 3. Salaries vary according to the area in question. The range is usually from about $5,000 to $15,000 +. 4. The opportunities are good in some areas, other areas have an over-supply of teachers.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students work up and dramatize a skit where an all Spanish speaking first grade class is assigned a non-spanish speaking teacher. 2. Debate the possible value of being able to converse in two different languages. Have students contribute personal experiences to this effect. 3. Have students select a number of poems by Mexican American authors from such publications as El Espejo or El Grito for duplication and distribution to the class. CAREER: 1. Have the students interview several teachers about their work.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-35 High School Teacher 2. School Counselor or Librarian: SRA Occupational Briefs # 5 and # 39 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: National Education Association 1201 Sixteenth Street, N.W. Washington, D.C. 20036	

APPENDIX

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SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

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McCully, John "The Spanish Speaking: North from Mexico," 3:25-28 Dec. 26, 1950.

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Cope, M. "Minister who follows the migrants. Migrant ministry program of the N.C.C. 237: 34-6, Jan. 4, 1964.

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SOCIAL FORCES

Greer, Scott "Situational Pressures and Functional Role of the Ethnic Labor Leader," 32: 41-45, Oct., 1953.
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Braddy, H. "Pachucos and Their Argot," 24: 255-271, Dec., 1960.

SOUTHWESTERN SOCIAL SCIENCE QUARTERLY

McLemore, S. D. "Ethnic Attitudes Toward Hospitalization: An Illustrative Comparison of Anglos and Mexican American," 43: 341-346, March, 1963.
Scruggs, O. M. "Texas Good Neighbor," 43: 118-125, Sept., 1962.
Shannon, Lyle W. and Kathryn Lettau "Measuring the Adjustment of Immigrant Laborers," pp. 139-148, Sept., 1963.
Sherif, Carolyn W. "Self Radius and Goals of Youth in Different Urban Areas," 42: 259-267, Dec., 1961.

TIME

Anonymous, "Pocho's progress; nation's second largest disadvantaged minority," 89:24-5, April 28, 1967.
Anonymous, "Revolt of the Mexicano; election in Crystal City, Texas," 81:25, April 12, 1963.

U. S. NEWS

"Another Civil-Rights headache: plight of Mexican Americans; Los Angeles," 60:46-8, June 6, 1966.

WALL STREET JOURNAL

Shaw, Ray "Overlooked Minority: Poverty and Prejudice Often Blight the Lives of Mexican Americans," 167:1, May 3, 1966.

The Following is a State-By-State Listing of Periodical Publications of Interest to the Mexican American Community. Many of these serve as official organs of Mexican American organizations.

Mr. Mel Huey
El Paisano
P. O. Box 155
Tolleson, Arizona 85353

El Arizonese
104 S. Scott Avenue
Tucson, Arizona 85701

El Sol
109 South Scott Avenue
Tucson, Arizona 85701

Mr. Alberto M. Elias
Old Pueblo Printers
255 South Stone Avenue
Tucson, Arizona 85701

Mr. Rodolfo Gonzalez
El Gallo
1265 Cherokee Street
Denver, Colorado 80219

Mr. Julius Martinez
Neighborhood Journal
2792 W. Alameda
Denver, Colorado 80219

Ecos de Hispanidad
P. O. Box 1126
Pueblo, Colorado

Costilla Free Press
P. O. Box 116
San Luis, Colorado 81152

El Grito
P. O. Box 9275
Berkeley, California 94719

Migrant Theater Bulletin
1524 A Berkeley Way
Berkeley, California

El Malcriado
Farm Workers Press
P. O. Box 1060
California 93215

Mr. Lyle R. Amlin
The Healdsburg Tribune
P. O. Box 517
Healdsburg, California 95448

Grafica
705 N. Windsor Blvd.
Hollywood, California 95448

Miss Francesca Flores
Carta Editorial
P. O. Box 54624, Terminal Annex
Los Angeles, California 90054

Mr. Alfredo Gonzalez
La Opinion
1436 S. Main Street
Los Angeles, California 90015

Mr. Lovie Duran
The Voice
704 S. Spring Street
Suite 601
Los Angeles, California 90014

Mr. Eliezer Risco
La Raza
2808 Altura Street
Los Angeles, California 90031

Chicano Student
2808 Altura Street
Los Angeles, California 90031

Inside Eastside
P. O. Box 63273
Los Angeles, California 90063

East Los Angeles Tribune
4928 Whittier Blvd.
East Los Angeles, California

El Hispano Americano
630 Ninth Street
Sacramento, California 95818

Mr. David Sierra
The Forumeer
724 Harrison Street
San Jose, California 95125

Dr. Alfredo Marquez
America
2448 Mission Street
San Francisco, California

Belvedere Citizen
3590 E First Street
Los Angeles, California 90063

Dr. Horacio Aguirre
Diario Las Americas
4349 N.W. 36th Street
Miami, Florida 33142

Mr. Roland Manteiga
La Gaceta
2015 15th Street
P.O. Box 5536
Tampa, Florida

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Prensa Libre
1811 S. Carpenter Street
Chicago, Illinois 60608

Mr. E. Quiroga
Noticias
1348 W. 18th Street
Chicago, Illinois 60608

LADO
1306 N. Western Avenue
Chicago, Illinois 60622

Mr. Claudio Flores
El Puerto Ricano
449 W. North Avenue
Chicago, Illinois 60614

AMOS, Inc. Newsletter
712 E. 65th Street
Indianapolis, Indiana

Mr. Gus Figueroa
Latin Times
3805 Main Street
East Chicago, Indiana 46312

Mr. Robert Van Driel
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1414 Coal Avenue, S.W.
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P. O. Box 26
Dixon, New Mexico 87527

El Edfensor Chief
P. O. Box Q
Socorro, New Mexico 87801

El Crepusculo
P. O. Box 1005
Toas, New Mexico 87571

Mr. Pedro R. Ortega
El Nuevo Mexicano
P. O. Box 1721
Santa Fe, New Mexico 87501

El Diario La Prensa
181 Hudson Street
New York, New York 10011

Mr. Stanley Ross
El Tiempo
116 W. 14th Street
New York, New York 10011

Arriba Newsletter
210 W. 50th Street
New York, New York 10019

Mr. Carlos G. Bidot
La Tribuna de North Jersey
81 Garrison Street
P. O. Box 902
Newark, New Jersey 07101

Opportunity News
Valley Migrant League
P. O. Box 128
Woodburn, Oregon

Mr. Greg Olds
The Texas Observer
504 W. 24th Street
Austin, Texas 78705

Mr. Jesse Garza
La Fuerza News
804 E. 45th Street
Austin, Texas

El Heraldo de Brownsville
13 Adams Street
Brownsville, Texas 78520

Mr. Santos De La Pas
La Verdad
910 Francesca Street
Corpus Christi, Texas 78405

El Universal
816 Furman Street
Corpus Christi, Texas 78404

El Progresso
1700 Kennedy Street
Corpus Christi, Texas 78407

Mr. P. R. Ochoa
Corpus Christi Americano
1012 Leopard Street
Corpus Christi, Texas 78401

El Progresso Latino
University of Texas
El Paso, Texas

Mr. Daniel Reyes
El Mexico-Americano
P. O. Drawer W
El Paso, Texas 79952

Mr. Joe Garcia Valseca
El Continental
218 S. Campbell Street
El Paso, Texas 79901

El Continental, El Mexicano
El Fronterizo
909 E. San Antonio Street
El Paso, Texas 79902

Mr. Moses M. Sanchez
LULAC News
2518 Navigation Blvd.
Houston, Texas 77003

Mr. Lynn Montgomery
El Sol
2518 Naviagion Blvd.
Houston, Texas 77003

PASO Newsletter
1631 Latexo Street
Houston, Texas 77009

Mr. Felix T. Ramirez
COMPASS
1209 Egypt Street
Houston, Texas 77009

Mr. William P. Allen
Laredo Times
1404 Matamoros Street
Laredo, Texas 78004

El Eco
605 Calle Sur Gue
McAllen, Texas 78501

Mr. A. G. Gorena
El Porvenir
200 E. Third Street
Mission, Texas 78572

Mr. A. R. Rodriguez
El Tiempo
683 W. Main Street
Raymondville, Texas 78580

Mr. Tom Cahill
Inferno
321 Frio City Road
San Antonio, Texas 78212

The Sun
P. O. Box 2171
San Antonio, Texas 78206

Noticiero Obrero
Norteamericano
AFL-CIO
815 16th Street, N.W.
Room 202
Washington, D.C. 20006

The Corpsman
Dupont Circle Building
Room 212
Washington, D.C. 20036

Nuevo Mundo
Mexicali, Baja California,
Mexico

Sal Del Valle
Mexicali, Baja California,
Mexico

La Voz de la Frontera
Avenue Cristobal Colon 1982
Mexicali, Baja California,
Mexico

El Heraldo de Baja California
Tijuana, Baja California, Mexico

El Mexicano
Tijuana, Baja California, Mexico

Accion
Nogales, Sonora, Mexico

La Critica
Nogales, Sonora, Mexico

Correo
Ciudad Juarez, Chihuahua,
Mexico

El Frontera
Ciudad Juarez, Chihuahua, Mexico

El Mexicano
Ciudad Juarez, Chihuahua, Mexico

El Regional
Matamoros, Tamaulipas, Mexico

El Tiempo y Maj. Noticias
Monterrey, N.L. Mexico

El Diario de Nuevo Laredo
Nuevo Laredo, Tamaulipas, Mexico

El Manana
Reynosa, Tamaulipas, Mexico

Lic. Raul Castellano, Jr.
Revista "Mana"
Revista "Por Que?"
Lopez 1-101
Mexico 1, D.F.

Mr. Carlos Charpenel
Publicaciones Mana, S.A.
Ambres, Num. 38
Mexico 6, D.F.

Mr. Jose Moron Aldecoa
Revista de America
Edison #99
Mexico, D.F.

Mr. Raul Ochoa Tello
Revista Actualidades
Avenue Juarez #56-502
Mexico, D.F.

SPANISH LANGUAGE RADIO AND TV STATIONS

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113 West Eighth Street
Austin, Texas 78701

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Post Office Box 3151
Ballinger, Texas 76821

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Post Office Box 544
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Post Office Box 1713
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Post Office Box 1713
Big Spring, Texas 79720

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105 South Fifth Street
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Lamesa, Texas 79331

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Laredo, Texas 78041

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Laredo, Texas 78041

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Littlefield, Texas 79339

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Midland, Texas 79701

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Morton, Texas 79346

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Muleshoe, Texas 79347

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Port Lavacca, Texas 77979

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Post, Texas 79356

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San Angelo, Texas 76902

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San Antonio, Texas 78204

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San Antonio, Texas

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San Antonio, Texas 78212

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111 Martinez Street
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San Antonio, Texas 78204

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Stamford, Texas 79553

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Post Office Box 220
Terrell, Texas 75160

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Post Office Box 2279
Texas City, Texas 77591

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Tulia, Texas 79088

KVOU
Post Office Box 758
Uvalde, Texas 18801

KVWC
Post Office Box 1419
Vernon, Texas 76384

KRGV
Post Office Box 626
Weslaco, Texas 78596

ORGANIZATIONS FOR CAREER INFORMATION

1. American Anthropologist Association
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

2. American Association of Fund-Raising Counsel
   500 Fifth Avenue
   New York, New York 10036

3. American Association of Physical Anthropologists
   Francis C. Johnston Secretary
   c/o University of Texas Treasurer
   Austin, Texas 78712

4. American Congress on Surveying and Mapping
   733 Fifteenth Street, N.W.
   Washington, D.C. 20005

5. American Farm Bureau Federation
   1000 Merchandise Mart
   Chicago, Illinois 60654

6. American Federation of Architects, The
   1735 New York Avenue N.W.
   Washington, D.C. 20006

7. American Federation of Labor and Congress of Industrial Organizations
   815 Sixteenth Street
   Washington, D.C. 20006

8. American Federation of Teachers
   1012 Fourteenth Street, N.W.
   Washington, D.C. 20005

9. American Historical Association
   400 A Street, N.W.
   Washinton, D.C. 20003

10. American Newspaper Guild
    1126 Sixteenth Street, N.W.
    Washington, D.C. 20036

11. American Public Welfare Association
    1313 East 60th Street
    Chicago, Illinois 60637

12. American Society of Civil Engineers
    345 East 47th Street
    New York, New York 10017

13. American Society of Photogrammetry
    105 North Virginia Avenue
    Falls Church, Virginia 22046

14. Bureau of Customs
    Personel Division
    2100 K Street, N.W.
    Washington, D.C. 20226

15. National Architectural Accrediting Board
    521 Fifteenth Street, N.W.
    Washington, D.C. 20006

16. National Association of Broadcasters
    1771 N. Street, N.W.
    Washington, D.C. 20036

17. National Association of Professional Baseball Leagues
    720 East Broad Street
    Columbus, Ohio 43215

18. National Association of Real Estate Boards
    36 South Wabash Avenue
    Chicago, Illinois 60603

19. National Baseball Association
    2 Pennsylvania Plaza
    New York, New York 10001

ORGANIZATIONS FOR CAREER INFORMATION

20. National Commission for Social
Work Careers
2 Park Avenue
New York, New York 10016

21. National Customs Service Association
420 Gardiner Drive
Hillsmere Shores
Annapolis, Maryland 21403

22. National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

23. National Football League
410 Park Avenue
New York, New York 10022

24. National Society of Fund Raisers
10 East 49th Street
New York, New York 10017

25. Organization of American Historian
c/o David E. Miller
Department of History
University of Utah
Salt Lake City, Utah 84112

26. Society for American Archaeology
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016

27. Society of American Archivists
University of Michigan
Rackham Building
Ann Arbor, Michigan 48104

28. Society of American Registered Architects
1821 Jefferson Place, N.W.
Washington, D.C. 20036.

29. U. S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

PERIODICALS FOR CAREER INFORMATION

1. AFL-CIO News
   815 Sixteenth Street, N.W.
   Washington, D.C. 20006

2. American Anthropologist
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

3. American Antiquity
   3700 Massachusetts Avenue, N.W.
   Washington, D.C. 20016

4. American Archivist, The
   The National Archives
   Washington, D.C. 20408

5. American Federationist
   815 Sixteenth Street, N.W.
   Washington, D.C. 20006

6. American Heritage
   551 Fifth Avenue
   New York, New York 10017

7. American Historical Review
   866 Third Avenue
   New York, New York 10022

8. American Journal of Archaeology
   260 West Broadway
   New York, New York 10013

9. American Teacher
   1012 Fourteenth Street, N.W.
   Washington, D.C. 20005

10. Anthropological Quarterly
    620 Michigan Avenue, N.E.
    Washington, D.C. 20017

11. Bulletin, The
    500 Fifth Avenue
    New York, New York 10036

12. Current History
    1822 Ludlow Street
    Philadelphia, Pennsylvania 19103

13. Editor and Publisher
    850 Third Avenue
    New York, New York 10022

14. Engineering News Record
    330 West 42nd Street
    New York, New York 10036

15. Future Teachers of America Newsletter
    1201 Sixteenth Street, N.W.
    Washington, D.C. 20036

16. Grade Teachers
    23 Leroy Avenue
    Darien, Connecticut 06820

17. Journal of Architectural Education
    Association of Collegiate School of Architecture
    521 Eighteenth Street, N.W.
    Washington, D.C. 20006

18. Journal of Secondary Education
    1705 Murchison Drive
    Burlingame, California 94011

19. Journal of the American Institute of Architects
    1735 New York Avenue, N.W.
    Washington, D.C. 20006

20. NEA Journal
    1201 Sixteenth Street, N.W.
    Washington, D.C. 20035

PERIODICALS FOR CAREER INFORMATION

21. National Future Farmer
Alexandria, Virginia 22306

22. Nation's Agriculture
1000 Merchandise Mart
Chicago, Illinois 60654

23. Photogrammetric Engineering
105 North Virginia Avenue
Falls Church, Virginia 22046

24. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

25. Real Estate News
600 West Van Buren Street
Chicago, Illinois 60607

26. Social Work
2 Park Avenue
New York, New York 10016

27. Sporting News
1212 North Lindberg Blvd.
St. Louis, Missouri 63132

28. Sports Illustrated
9 Rockefeller Plaza
New York, New York 10020

29. Surveying and Mapping
Box 470, Benjamin Franklin Station
Washington, D.C. 20044

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Anderson, Joseph P. Opportunities in Social Work Careers. New York: National Vocational Guidance Manuals, 1963.

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Your Building and Your Architect. Washington: American Institute of Architects.

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Age of Filibusters	FS	Associated Educators		C
Alamo, The	FS/Rec.	RMI Productions, Inc.		C
Americans Settle in Texas, The	FS	Ember Productions		C
Anthropologists	Mag.T.	Brown & Associates		
Architect	Cas.T.	Educational Progress Corp.		
Architects	Mag.T.	Brown & Associates		
Aztecs and Cortez, The	FS/Rec.	Family Filmstrip, Inc.		C
Coronado	FS	Encyclopedia Britannica Educational Corp.		C
DeLeon and DeSoto	FS	Encyclopedia Britannica Educational Corp.		C
Fourteen Ninety-Two, part 2	16mm	McGraw-Hill Textfilms	40 min.	C
Golf Professional	Cas.T.	Educational Progress Corp.		
High School Teacher	Cas.T.	Educational Progress Corp.		
Historians	Mag.T.	Brown & Associates		
James Bowie	FS/Rec.	RMI Productions, Inc.		C
Louisiana and Texas	FS	Curriculum Materials Corp.		C
Mexican War Diary, A	16mm	Coronet Films	16 min.	C
Mexico: The Land and Its History	FS/Rec.	International Communications Foundation		C
Missions of the Southwest	16mm	Arthur Barr Assn.	15 min.	C
Newspaper Reporter	Mag.T.	Brown & Associates		

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Real Estate Salesman - Broker	Mag.T.	Brown & Associates		
Reporter	Cas.T.	Educational Progress Corp.		
Sam Houston	FS/Rec.	RMI Productions, Inc.		C
Sam Houston	FS	Encyclopedia Britannica Educational Corp.		C
Social Service and the Social Worker	FS/Rec.	Eye Gate House, Inc.		C
Social Worker	Cas.T.	Educational Progress Corp.		
Spain in the New World - Colonial Life in Mexico	16mm	Encyclopedia Britannica Educational Corp.	13 min.	C
Spanish Explorers, The	16mm	Encyclopedia Britannica Educational Corp.	14 min.	C
Spanish Influence in the United States	16mm	Coronet Films	10 min.	B/W
S. F. Austin	FS/Rec.	RMI Productions, Inc.		C
Story of H. DeSoto	FS	Svekon Films		C
Texans Under the Mexican Flag	FS	Associated Educators		C
Texas and the Mexican War	FS	Stillfilm Company		B/W
Texas Revolution, The	FS	Associated Educators		C
Texas Revolution, parts 1, 2, and 3, The	16mm	Consolidated Films	62 min.	C
Texas Wins Its Independence	FS	Encyclopedia Britannica Educational Corp.		C
Westward Movement, part 4, Texas and the Mexican War	16mm	Encyclopedia Britannica Educational Corp.	18 min.	C
Your Future as a Newspaper Reporter	Mag.T.	Guidance Associates		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Your Future as a Surveyor	Mag.T.	Guidance Associates		

KEY

FS ---------- filmstrip
FS/Rec. ------ filmstrip with record
Mag.T. ------- magnetic tape
Cas.T. ------- cassette tape
16mm --------- 16mm film